

Model Analysis (SWOT) of Curriculum Development From Civic Education at 21 Century, 4.0 Era in Indonesian

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ABSTRACT

Purpose: Civic Education curriculum from year 1975-2013 are ultimately aims to make citizens say, act, and behave, based on Pancasila or spirit in everyday life that are run from the time school education to become a high school mature and become the pride of the nation bless yourself, family, school, state and nation with the moral soul/good and intelligent character who can advance and competitive in national and international era.

Design/methodology/approach: Civic Education solution 21 century 4.0 Indonesian is through a process at body of knowledge of learning and practice of students in the school are monitored and assessed as a form of moral evaluation and student behavior. Opportunities Civic Education still need a lot of development in the scientific body of knowledge.

Findings: Civic Education strength is on the Pancasila, the 1945 Constitution, values, morals, local knowledge and diversity in cultured. There are weaknesses in the teaching of Civic Education monotonous and more innovative not only focuses on the cognitive, affective and psychomotor while dispensed and not included on the national exam.

Research limitations/implications: Threats Civic Education and free sex number of students who make the nation weak morals and act not see the value of Pancasila (say and behave without values).

Practical implications: State your implication here

Originality/value: This paper is original

Paper type: Research paper.

Keyword: Analytical Perspective SWOT, In Indonesian, Pancasila Education and Civic Education

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I. INTRODUCTION

One of them, the idea of evaluating the curriculum rolled out quickly after Vice President Boediono published the idea of educational reform through the article "Kompas' Key Educational Development", August 27, 2012 (Santoso, Muchtar and Abdulkarim, 2015).

The article seems to be a description of the pillars of national development (pro growth, pro poor, pro job, and pro environment) proclaimed by President Susilo Bambang Yudhoyono in an introductory speech to the 2013 Draft State Budget. What is interesting is that the idea is to bring the national development paradigm, the government wants to evaluate (again) national education curriculum, especially elementary to high school levels. The reason, according to Minister of Education and Culture Muhammad Nuh, "there are many problems in the community that are closely related to education", evaluation is intended to make learning more effective. For this

reason, the government formed a curriculum evaluation team and requested various professions and expertise to conduct an independent evaluation (Santoso, Muchtar and Abdulkarim, 2015). Minister of Education and Culture Muhammad Nuh, concerned about violent behavior involving students (and students) that continues to bloom lately, and thinks that the slack of school education curriculum is one of the causes of student violence, as well as education thinkers such as Ki Hajar Dewantara that education is a responsibility answer and work together with family institutions, community institutions, and later, school institutions. The process of social change and the formation of public civilization is only possible optimally if the three pillars of education function in a balanced and proportionate manner according to their capacity). (Santoso, Muchtar and Abdulkarim, 2015).

According to the Minister of Education and Culture or Minister of Education and Culture Muhammad Nuh (Riyanto, 2021). "There is no eternal curriculum. The curriculum changes because of changing times, not because the curriculum is now ugly or wrong. It's true that it was in its day. But times have changed and we have to participate in changing". (Santoso, Muchtar and Abdulkarim, 2015).

According to some experts, curriculum changes from time to time, both in Indonesia and in other countries, are caused by the needs of the people who are always developing each year and the demands of the times that tend to change. Curriculum development is considered as a determinant of the future of the nation's children. Therefore, a good curriculum will be expected to be implemented in Indonesia so that it will produce a bright future for the nation's children which has implications for the progress of the nation and country.

The analysis is that the curriculum change process has no other purpose than to improve the quality of the learning process and the design of learning in schools so that students / students in Indonesia become quality resources and have succeeded in increasing their time (Santoso, Muchtar and Abdulkarim, 2015). This research is philosophically Civic subjects Civic Education and is a learning tool to create students who have Pancasila mentality in words, actions and behavior in everyday life. PKN is the best material original from Indonesia not copied from other countries, including Pancasila, the 1945 Constitution, the Republic of Indonesia, national unity, and Red and White. Civic Education curriculum from 1975-2013 Civic ultimately aims to make citizens say, act, and behave, based on Pancasila or the spirit of everyday life that starts from school education to becoming a mature high school and becomes the pride of the nation to bless ourselves, family, school, country and nation with a good moral spirit / character who can advance and compete in the national and international era. The findings of this study also have implications for the development of the theory of scientific development and Civic Education in terms of the future of the Indonesian high school curriculum. (Santoso and Sari, 2019).

Historically, the state as a political unit has often preceded and provided the necessary institutional conditions for creating the 'nation', in the sense of a well-defined group of people who think of themselves as 'belonging' or as 'members' of the nation (Glover, 1997). The creation of the nation is in such cases a politically designed process of 'creating Italians' or of 'turning peasants into Frenchmen' (Czerniak *et al.*, 1999) (Czerniak *et al.*, 1999). In all such cases, the project of nation building is a conscious and sometimes violent political and educational process, whereby minority nations are created out of processes designed to eliminate or destroy them through assimilation. (McDonough and Cormier, 2013). In education, The development of desirable values has always been a central concern of education. Many educational scholars have recognized the school's role in value education and in moral development Dewey, (1934); Goodman and Lesnick, (2001); (Nucci, 1991) ; Wynne, (1988). (Duman, 2014).

The fact is that Indonesia has a high school level Civic Education Curriculum (SMA) from 1975-2013 to create students who have the Pancasila spirit in words and actions that are good and smart in their daily lives (Santoso, Muchtar and Abdulkarim, 2015). There are many competing traditions ranging from the functional (Tyler, 1949), the descriptive-analytical (Marsh, Morris and T.Y.L, 2014) to the critical (Apple, 1979) ~ some studies offer insights from an instructional perspective, others locate curriculum analysis with analysis of the development of the educational system while yet others use a political- economy/sociological perspective to ask questions about the privileging of certain types of knowledge within the curriculum, access to certain types of curriculum for certain groups of students, etc. (Gopinathan, 2002).

The education should be expensive because the education is very important for every people or every citizen in Indonesia. Some-times if the education too cheap we considered that the education that the education is lower. The important of education for: The increase intellectual so that the people become smart. Indonesian people that education didn't do with the best, because Indonesian curriculum still be changed. The education should be expensive, should be used media for example computer, internet, many books and so on. I agree with the education should be cheap so that the Indonesian people can study very well. (Lengkanawati, 2005).

Curriculum 2013 is the latest curriculum released by the Ministry of Education and Culture of the Government of the Republic of Indonesia. The implementation of Kurikulum 2013 has been very controversial. (Michie, 2017). The connection between education, culture and religion is very strong in these Indonesian curriculum documents. The function of education is to develop students to become good citizens. According to Law 20 of 2003, students "become religious and pious humans to the one and only great God, of noble character, healthy, knowledgeable, skilful, creative, independent, and become democratic and responsible citizens" (Michie,

2017). This statement is repeated in the curriculum documents and various commentaries (Prastyo and Muhammad, 2015). The intent is that people should also influence education: "Education is rooted in the people's culture" (Michie, 2017).

Curriculum integration originates from the notion that classroom curricula should be connected and relevant for real life (Beane, 1995); (Czerniak *et al.*, 1999). As far back as the 1970s, (Gibbons, 1979) pointed out that improving curricula, for example in the sense that separate, subject-oriented curricula are changed into more integrated curricula, would be highly beneficial for students. (Yulianti, 2015).

Different definitions of curriculum have been proposed, for example by Tyler, (1949), Wheeler, (1967), Eisner, (1979), (Skilbeck, 1984), Print, (1993). For the purposes of this paper, the term curriculum means the statements of competencies to be acquired by learners in their own learning environment and all the planned learning opportunities offered to learners and the experiences learners encounter when the curriculum is implemented. (Madya, 2007).

Growth, pro poor, pro job, and pro environment) proclaimed by President Susilo Bambang Yudhoyono in an introductory speech in the 2013 RAPBN (Tempo.co, 2009). What draws his ideas is to carry out the national development paradigm, the government wants to evaluate (again) national education curriculum, especially from elementary to high school. The reason, according to the Minister of Education and Culture Muhammad Nuh, is "many problems in society are closely related to education", evaluation is intended to make learning more effective. For this reason, the government formed a curriculum evaluation team and asked various professions and expertise to conduct evaluations independently (Santoso, Muchtar and Abdulkarim, 2015).

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So this increase must be through the Common Core State Standards (CCSS) integrated framework of the 21st century prepared by The Partnership for 21st Century Skills (P21) (Alismail and McGuire, 2015). (Alismail and McGuire, 2015) advocated integrating academic core knowledge, critical thinking, and social skills in teaching and learning to help students in the multi-dimensional abilities that are required in the 21st century. These skills can help students succeed in their future careers by supporting 21st century learning systems to improve outcomes. Integrating the CCSS with P21 can help complement the 3Rs (core academic content mastery) and 4Cs (critical thinking, communication, collaboration, and creativity) (Alismail and McGuire, 2015). In our Indonesian context, they should develop their spiritual intelligence, emotional intelligence, IQ and their kinesthetic

intelligence to be the desired total persons. This will indeed be advantageous for them since they have their places when, as mandated by the 2003 Education Act, they learn to record their talents, interest, abilities in their own environment. No one will feel harmonized in the learning process, so that everyone will have the opportunity to be himself / herself. This is an important point for the development of strong personality or identity. (Madya, 2007). Potential targets include teachers' proficiency in analyzing student thinking about the science (Barnhart and van Es, 2015), their facility in using discourse strategies, and their ability to translate pedagogical strategies from curriculum materials (Davis and Krajcik, 2005). (Moon *et al.*, 2014).

II. METHODOLOGY

Research Methods is a technique for obtaining the data needed in a study. This research uses the method of literature analysis with grounded theory is a qualitative research method that uses a number of systematic procedures to develop a theory compiled inductive. Research grounded theory, this research inductive research techniques, emphasizes observation and develops a base of "intuitive" relationship practices between variables.

III. RESULTS AND DISCUSSION

A. Analysis Of Strength Versus Weakness

The reason for changing the name of the lesson into Pancasila Moral Education (PMP) in the 1975 curriculum, was that the New Order wanted to make corrections to the Old Order, which was to want to implement Pancasila in a pure and consistent manner, but in reality it was separated from the educational context of ideals, values, and concepts of democracy with concrete evidence it has an impact on the occurrence of pedagogical operational crises. Then Pancasila Moral Education "(PMP) as the name of the field of study, the aim is to form a Pancasila citizen who has faith and is devoted to God Almighty, but the praxis in his life is different because he only uses the memorizing system.

In the 1984 curriculum, Pancasila Moral Education (PMP) which aims to strengthen morals and enhance the character of students so that he is able to face and respond to all kinds of changes in living conditions in the future but at the conceptual level and in the practical level there is a paradigmatic weakness that is very basic. There is a new content of guidelines, understanding, appreciation, and practice of Pancasila (P-4) or the principles of Pancasila initiative, with 36 points of Pancasila values as the contents while the development of civic virtue and civic culture is not used as PMP identity, instead it puts a heavy burden on Civic Education.

In the 1994 curriculum, "Pancasila Moral Education" (PMP) has changed its name to "Pancasila Education and Civic" (PPKn) the aim is to sharpen and perfect, shorten P4 to become more useful and more meaningful to the people of the nation and state of Indonesia while at teaching and learning process alone has not achieved the expected goals of PMP, even weaknesses in this case on the conceptualization of Civic Education with a very excessive emphasis on the behavioristic moral education process, inconsistency in the elaboration of dimensions of national education goals in the Civic Education Education curriculum and isolation of the learning process of Pancasila values with context of scientific and socio-cultural disciplines. Resulting in student learning burden is too heavy because of the number of subjects and the amount of material / substance of each subject. Then the 1994 curriculum with PPKn material brought the concepts of Pancasila values and the 1945 Constitution along with the dynamics of manifestation in the lives of Indonesian people while in fact the 1994 curriculum reaped many assessments from the community as a curriculum that was too laden with material, overlapping, too much memorization, centralistic, and less reflective of the nature. Even the Pancasila and Civic Education (PPKn) has actually functioned as a ruler's tool to perpetuate power.

The 2004 curriculum, the contents of Civic Education sourced from the Pancasila itself, then in Civic Education taught broader Civic material by prioritizing constitutional material and its sources are not directly from Pancasila while the reality on the ground shows that there are symptoms of Civic Education considered to lose academic characteristics because of the absence of civic material and its sources indirectly from Pancasila while the reality on the ground shows that there are symptoms of Civic Education. moral scientific theories are quite adequate.

In the 2006 curriculum, the aim of the 2006 Civic Education was to shape the character of citizens in a critical, participatory, intelligent, rational and creative manner in developing democratic life in relation to national life and in the context of connecting with other nations. Civic Education material as a subject carries the mission of values and moral education, subjects that focus on the formation of citizens who understand and are able to carry out their rights and obligations to become smart, skilled, and characterized Indonesian citizens mandated by Pancasila and the 1945 Constitution. Substantially, Civic Education is more impressed with the dominant state

administration so that the values and moral values of Pancasila are not proportionally accented, and methodologically, there is a tendency for cognitive learning to dominate, so the affective and psychomotor dimensions have not been optimally developed.

In the 2013 curriculum, PPKn lessons as an integral part of a group of subjects that have a mission of strengthening nationality and driving character education whose moral learning has not been felt thoroughly by students. But the learning effort of Pancasila Education and Civic in schools is done through the application of a variety of innovative, creative, and contextual learning as a vehicle for the formation of students' character as a whole. Learning experiences are selected and organized using: (1) values and moral education; (2) widespread environmental approach; (3) active learning; (4) problem solving; (5) contextual approach; (6) integrated learning; (7) group learning (8) Civic learning practices; (9) giving examples; and (10) the creation of a class climate and school culture that is characterized in accordance with the values and morals of Pancasila. While some of the weaknesses in reality are that the material taught tends to make it difficult for teachers and make it difficult for students. Many learning barriers due to the socialization experience obstacles and delays so that the material is considered too forced to immediately be mastered by the teacher, even the student and teacher handbooks are incomplete and do not yet have credibility and quality according to the contents of the Civic Education sub-environment. So that this will result in learning Civic Education to be not optimal according to the national and institutional educational goals of the school.

B. Analysis Of The Threats Versus Opportunities

In the 1975 curriculum, Pancasila Moral Education (PMP) needed the development of Civic Virtue and civic culture in the praxis of democracy while in reality the conceptualization of civic education with an overemphasis on behavioristic moral education processes, inconsistencies in the elaboration of dimensions of national education objectives into the Civic Education curriculum and isolation of the learning process of Pancasila values with the context of scientific and socio-cultural disciplines. Even PMP material is dominated by indoctrinative P-4 so that it has drawn criticism from the community, especially the PKN community.

In the 1984 curriculum, P4 for the education and training of citizens, as a formal product produced by the legislative body and by the executive institution, was used as a bureaucratic instrument to be used both in the school environment, in higher education and in the community, to create Pancasilaans who were loyal to Pancasila and The 1945 Constitution, whereas in reality P4 tends to be an indoctrination material for the education and training of citizens, is instead used as a bureaucratic instrument to be used both within the school, higher education and in the community in perpetuating government power.

In the 1994 curriculum, the PPKn needed to be designed for a culture of moral values systemically and intact in the national education system, and a practical and social-cultural climate and network was created that allowed for functional-pedagogical interactions between activities in school and outside the school while civilizing values -moral seemed more taught or tough with the more dominant role of teacher / lecturer / trainer / manggala. So that the classroom situation is more integrative in nature. The instructional and accompanying impacts are more knowledge oriented. Therefore it can be understood why the Indonesian people in various social layers do not seem to practice the values of Pancasila. It can be said that PMP is delivered in the PPKn in schools and upgrading P-4 in various layers of society is almost without trace and without meaning (meaningless). Even worse is the lawlessness or disobedience that afflicts all levels of national society at that time and Civic Education is always in touch with the political interests of the state so it is vulnerable to be used as a tool to defend the power interests of a political regime.

The 2004 curriculum, Civic Education is separated and the approach should not be developed learning Civic Education in accordance with the demands and needs of national character development, but rather a learning that is able to realize the ultimate goal of Civic Education, namely the embodiment of values in the real behavior of daily life day while the Threat from the aspect of content, Civic Education for SMA / MA in the subject of Civic basically never caused controversy and debate among the general public and academic community. Sharp criticism of curriculum packaging is because it is considered to be more oriented to the material and evaluation of lessons rather than the process and learning outcomes of students. This resulted in the collaboration of educators and parents only limited to the interests of mastery of the material, not the emphasis on character development.

In the 2006 curriculum, the opportunity was how to develop Civic Education learning so that it would be interesting, creative, authoritative and achieve its goals. Development in one of the five traditions of social studies, namely Civic transmission to produce the final assumption of Civic Education education, namely the embodiment of values in the real behavior of daily life. While Civic Education is always in contact with the political interests of the state to be used for the power of a political regime. Even Civic Education are seen as less attractive subjects; less challenging high-level thinking; is memorized; material is considered abstract, difficult, and lack of practical benefits; even many teachers find it difficult to teach students.

In the 2013 curriculum, the assessment of local wisdom (local wisdom) can be understood as local ideas that are wise, full of wisdom, good value, which are embedded and followed by community members, material

"content" Civic Education, by referring to the idea of "content" and targets in social studies, should consider things that are informal content (the need of society), formal disciplines (social sciences), and (the responses of pupils / the needs of children) by also considering the needs of students, the community, basic the state, ideals, and national goals as stated in the 1945 Constitution, the big challenge faced is how to strive for this abundant productive age human resources to be transformed into competent human resources and skills through education so as not to become a burden, the need for development 5 pillars of nationality should not only 4 pillars because they are considered less perfect na. Then the need to form books as quality teaching materials according to the contents of the Civic Education sub-scope developed with the guidance of the Civic Education curriculum development instructors. While the threat is there is a balance between the orientation of the learning process and the results in the 2013 curriculum, the balance is difficult to achieve because the national examination (UN) policy is still in effect, non-UN subjects are set aside even though it also contributes greatly to realizing educational goals. If the Civic Education fail to form the character / character of the success of the nation's children, Civic Education can be increasingly ruled out. Pkn is threatened if there are still acts of corruption, collusion, nepotism, free sex, gambling, and fighting.

IV. CONCLUSION

Based on the results of the research the aim of the Civic Education curriculum 1975-2013 is to form good citizens, smart and responsible (to be good, equal, and responsibility citizens). Good citizens are citizens who are patriotic, tolerant, loyal to the nation and state, religious, democratic and Pancasila. The Civic Education Curriculum has its own characteristics that consist of 3 roots of knowledge in science, namely: moral values, law and politics. Civic Education became stronger when the curriculum of 1975, 1984 and 1994 which carried the main elements of moral values, but the elements of law and political science were marginalized. Weakness in the curriculum that year was that the ruling bureaucracy deliberately took part in indoctrination to develop and play its role in continuing to perpetuate power as an image. Over time this curriculum opportunity provides a major avenue for livelihoods for Civic Education experts and developers to make training and upgrading to P4 in the public education sector and public or private sector employees. The threat that arises from the many sharp criticisms from the Civic Education community because of the large amount of educational inequality that has an effect on student learning outcomes becomes meaningless and even the disobedience of young Indonesian students in 1999 when simultaneously against the erratic New Order regime and the power of Civic Education can handed down by BJ presidential decree Habibie. Curriculum 2004, 2006 and 2013, Civic Education has had a profound effect since the change of the new order, as if moral strength had begun to be critical even as if it was no longer needed, whereas in this curriculum Indonesian citizens longed for an education of deep moral values that permeated the society again, which without bureaucratic interests and authoritarian perpetuation of power but in a democratic, peaceful and populist manner. The strength of this curriculum begins with law and politics, but its moral value is no longer used as a guide as if boredom and fear reoccur as in the past.

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